South Carolina
End-of-Course Examination
Program

SPRING 2005

Algebra 1/Mathematics for the Technologies 2
Biology 1/Applied Biology 2
English 1
Physical Science

Test Administration Manual
For School Test Coordinators and Test Administrators

State Assessment System SDE-12-0001

South Carolina Department of Education
2005

End-Of-Course Examination Program (EOCEP)
Test Administration Schedule

SPRING 2005

Date	Activity
At least one week before testing:	STCs receive test materials.
Within **24 hours** of receipt of materials:	STC notifies DTC of any missing materials.
At least one week before testing:	STC trains TAs and monitors, and distributes *Test Administration Manuals*.
Immediately before test administration:	STCs distribute test materials.
Immediately after test administration:	TAs return all test materials to the STC.
As directed by DTC:	STC accounts for and returns materials to district office.
Within one to three days after testing:	DTCs return scorable materials, including make-ups, to PEM (up to five shipments per district allowed).
Within three days of testing:	DTCs return all nonscorable test materials to PEM in one shipment.

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Checklist of Events

The following list chronicles events in the order they should occur throughout the administration process.

_____DTC notifies STCs of the testing window.

_____STCs publicize the testing window.

_____DTC and STCs ensure that schools have secure storage space, testing rooms, and staff.

_____DTC receives materials for district and schools.

_____DTC signs Test Security Affidavit.

_____DTC verifies receipt of shipment and faxes Materials Receipt Form to Pearson Educational Measurement (PEM) within 24 hours.

_____DTC verifies only district overage materials and notifies PEM if any materials are missing.

_____DTC instructs STCs to sign Test Security Affidavits.

_____DTC trains STCs.

_____DTC distributes school boxes to STCs.

_____STCs receive and verify materials.

_____STCs notify DTC of any missing materials from school shipments.

_____DTC notifies PEM of any missing school materials.

_____STCs store materials in secure location when not in use.

_____STCs instruct Test Administrators (TAs) to sign Test Security Affidavits.

_____STCs train TAs and monitors, and distribute manuals.

_____STCs compile class packets.

_____STCs distribute class packets to TAs on test day.

_____TAs initial security checklists and receive materials on testing day.

_____TAs administer tests to students.

_____DTC and STCs oversee test administration, maintain test security, complete Testing Irregularity Forms (if needed), and answer questions.

_____TAs collect and count materials after testing, before dismissing students.

_____TAs return materials and make-up rosters to STCs, immediately after testing.

_____TAs initial security checklists for return of materials.

_____STCs collect and account for all materials.

_____TAs for make-up testing initial security checklists and receive materials on testing day.

_____TAs administer make-up tests.

_____TAs collect and count all make-up materials, before dismissing students.

_____TAs return make-up materials and initial security checklists, immediately after testing.

_____STCs return scorable materials to DTC.

_____DTC schedules return of scorable materials to PEM (up to five shipments allowed per district).

_____ STCs return nonscorable materials to DTC.

_____DTC takes inventory of all school shipments and returns nonscorable materials to PEM.

INTRODUCTION

The Education Accountability Act of 1998 (EAA) requires the administration of end-of-course examinations in gateway or benchmark courses. All students enrolled in courses in which the curriculum standards corresponding to these subjects are taught, regardless of course name or number, must take the appropriate tests. Each test will count as twenty percent of each student's grade in the tested subjects.

GENERAL PROCEDURES

Using this Manual

This manual includes information necessary for School Test Coordinators (STCs) and Test Administrators (TAs) to carry out the administration of the End-of-Course Examination Program (EOCEP) tests. Procedures required before, during, and after the test administration are described here.

Testing Schedule

Your DTC will notify you of the testing schedule. It is the responsibility of the STC to notify the TAs of school test schedules for administering the test.

The EOCEP tests are not timed. However, each test must be completed during a single day. (Exceptions for students with disabilities are described in Appendix C.) Students should be given as much uninterrupted time as is necessary to ensure an accurate assessment.

- Some students may need additional time. Please make every effort to allow time for these students to complete the examination. If necessary, and if space and staff are available, students who need to continue working on the test after others are finished may be moved to another location to complete the examination.

- If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may use discretion to end the testing session.

- If some students in a testing room finish early, the TA may permit them to leave, if allowed by school procedures.

Test Security

Test security is critical. The importance of security is underscored by South Carolina legislation. Please take time to read and understand this information; you will be responsible for maintaining the security of test materials.

Any breach of test security must be reported in accordance with the following Test Security Legislation and State Board Regulations.

Test Security Legislation

Following is an excerpt from S.C. Code Ann. § 59-1-445 (1990):

(1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:

  (a) Give examinees access to test questions prior to testing;

  (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;

  (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;

  (d) Make answer keys available to examinees;

  (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;

  (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

  Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

(2) The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

(3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

State Board Regulations

Following are the amended Test Security Regulations passed by the State Board of Education in accordance with Appropriations Act, 1985 (Act #201), Part II, § 9B.

I. Tests administered by or through the State Board of Education shall include but are not limited to:

  A. The statewide tests; as defined in the State Board of Education Regulation 43-262 including field tests and pilot tests;
  B. Examinations for admission to teacher education programs and teacher certification examinations;

C. Examinations for admission to programs such as the gifted and talented program; The High School Equivalency Program test (GED).

II. As used in this regulation, "local school board" means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.

III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.

IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.

V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.

VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.

VII. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;

B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.

VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).

IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any

of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).

X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

A. Failing to administer tests on the test dates specified by the SDE.
B. Failing to maintain an appropriate testing environment, free from undue distractions.
C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
D. Providing examinees with access to test questions or specific test content prior to testing.
E. Providing examinees with access to answer keys prior to or during testing.
F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question or specific test content.
G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secured test.
H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during or after testing.
J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 Plans. This includes providing more accommodations (customization, modifications) than appropriate.

P. Excluding examinees or exempting from assessment students who should be assessed.
Q. Failing to return test materials for all examinees.
R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
T. Altering test scores in electronic records or files.
U. Failing to report a security breach.

XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.

XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.

XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department of Education at the discretion of the State Board of Education.

XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

Administrative Guidelines

- The STC should observe test administration activities and monitor adherence to test security. Examinees should be made aware that monitoring by the state might occur.

- All secure test materials must be kept in a secure, locked location when not in use.

- Before testing, access to secure materials is restricted to **supervised sessions** conducted by the STC. **Supervised sessions for coding answer document demographic information may be held the week before testing.** Review of test administration directions in oral and signed administration scripts is restricted to supervised sessions held after school on the day before each test.

- After testing, access to secure materials is restricted to make-up testing sessions and supervised sessions for completing or editing demographic codes on student answer documents, and for packaging materials.

- TAs are encouraged to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. It is permissible to alert students that their answers are being marked in the wrong sections of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets or answer documents.**

Student Participation

All middle school, high school, alternative school, adult education, and home school students who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number, must take the appropriate tests.

If a student is absent on the scheduled testing date, a make-up test must be scheduled. Each TA must provide the STC with a list of students who need to participate in make-up testing. You may use the Make-Up Roster in Appendix E provided for this purpose.

The following are participation guidelines for special groups of students for the EOCEP test.

1. **Students with Disabilities** – Students with disabilities must participate in accordance with their IEP or 504 Accommodations Plan. (See Appendix C for guidelines on administering the test to students with disabilities.)

2. **Home-based Instruction Students** – Home-based instruction students normally receive instruction at a place other than school because the IEP team has determined it to be the most appropriate, and least restrictive environment for the student. The district must send a TA to the place of instruction for testing.

3. **Adult Education Students with Disabilities** – Students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodations Plan must state any accommodations or modifications to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or 504 Accommodations Plan in high school) prior to taking the test.

4. **Suspended and Expelled Students (with or without disabilities)** – Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternate locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.

5. **Homebound Students (with or without disabilities)** – Homebound students are those students who receive instruction at home or in a hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required test to a student who is homebound, except in individual cases where it is documented that the student is not physically and/or mentally able to take the test.

6. **Home School Students** – A student who is in a home school program approved by the local school board of trustees must participate in the testing. "The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the TA if the test is administered at the student's home" (Section 59-65-40 (A) (6), Code of Laws of South Carolina, 1976).

7. **Limited English Proficient (LEP) Students** – An LEP student is defined as a student who has a primary language other than English and is not proficient in listening, speaking, reading, or writing in the classroom where English is spoken as determined by a language assessment instrument.

LEP students must participate. Although foreign-language translations are not available, accommodations may be provided to students as described in Appendix D.

Test Administrator Guidelines

TAs must have been trained to administer the test and must meet one of the following criteria:

1. be an employee of the district who is certified;
2. be an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
3. be a substitute teacher who is certified and employed by the district on an as needed basis;
4. be someone who was a certified teacher but has allowed his or her teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified test administrator; or
5. be someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified test administrator.

TAs are not to administer tests to close relatives (e.g., children or grandchildren).

Even if a test is administered in a location other than the school, the TA must meet the criteria specified above.

<u>Test Administrator Responsibilities</u>

A TA **must**

- maintain test security.

- understand and follow the South Carolina Legal Requirements for Test Security and State Board Regulations on Test Security.

- verify the number of test booklets received from the STC on test day.

- be in the room at all times when materials are not in locked storage. TAs **may not** leave the room during testing, even if a monitor is present, unless another trained TA is in the room.

- become familiar with test administration procedures prior to testing.

- distribute test materials to and collect them from students.

- answer students' questions regarding directions.

- ensure that students have the proper test materials.

- ensure that students mark responses properly in the appropriate section of the answer document.

- check that students are working independently.

- make a list of students absent from testing and give it to the STC for make-up testing.

- account for and return all test materials to the STC.

Monitor Guidelines

A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors, etc.). Monitors may not be in rooms where their close relatives are being tested.

Large-group administration of the test is **not** recommended. However, if your school chooses to administer the test in such a setting, the following monitor guidelines are suggested:

- When the number exceeds thirty-five students in a room, adding a monitor is recommended.

- Adding an additional monitor is recommended for each additional thirty-five students.

Prior to test day, the STC (with the aid of the TA) should review testing procedures, test security, and duties with monitors.

Monitor Responsibilities

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets and answer documents, calculators) as directed by the TA.

- Ensure students receive the correct test booklets and answer documents.

- During testing, be sure students
    - ⇒ receive additional sharpened pencils when needed;
    - ⇒ follow directions;
    - ⇒ mark responses in the appropriate area of the answer document;
    - ⇒ use only allowable supplemental materials; and
    - ⇒ do not give or receive help from others.

- Help maintain test security.

- Refer all student questions to the TA.

- Check restrooms before allowing students to enter to make sure they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools that permit examinees to leave the testing room early.

- Serve as a messenger between the TA and STC during testing.

Calculator Use Policy for Algebra 1/Mathematics for the Technologies 2

School- or student-owned calculators may be used only during Algebra 1/Mathematics for the Technologies 2 testing. (As an accommodation, calculators may be used for computation only on the Physical Science test for students with an approved IEP or 504 Plan.)

Test takers may use basic 4-function, scientific, or graphing calculators during the test. The following types of calculators are **not** allowed: pocket organizers; Palm Pilots, Visors, or other Palm-based devices; handheld PCs that use a writing tablet or QWERTY (typewriter) keyboard; calculators that use symbolic manipulation capability, such as the Casio FX 2.0, HP 40g or 49g, or Texas Instruments TI-89 or TI-92; or calculators that "talk" or otherwise make noise, such as the AudioCalc. (See Appendix C for guidance on the use of calculators for students with disabilities.)

To help maintain test security, the memory of every calculator used during testing must be cleared (reset) **before and after testing**. This clears all stored data and program information from the calculator.

Students who wish to use their own calculators during the test must be told in advance of the test day to back up all data and programs that they wish to save. Because the memory of every calculator used in testing must be cleared (reset) before testing, all data and programs stored in the calculator will be erased. **If a student is unwilling to have his or her calculator's memory cleared (reset), the student may not use that calculator during the test.**

Note: Students should not share graphing calculators during the Algebra 1/Mathematics for the Technologies 2 tests unless all memory is cleared (reset) between each student's use.

Planning an Appropriate Test Setting

Providing an appropriate test setting is essential. Following are some points for STCs and TAs to consider.

- Students should be tested in classrooms with good lighting, adequate ventilation, and sufficient space. Schools are strongly encouraged to avoid large-group administrations in settings such as a library or cafeteria. Testing in a familiar classroom setting should reduce test anxiety for students and simplify test security.

- Freedom from interruptions or distractions is important to any testing environment. Rooms should be as quiet as possible.

- Testing should occur at a time of day when students are alert. Administering the test immediately after students have been involved in strenuous physical or mental activities is not recommended.

- If necessary, post a "Testing—Do Not Disturb" sign on each testing room door. A sign you may use and copy is provided in Appendix E.

- Remove or cover information displayed on bulletin boards, chalkboards, or charts that may be used by students to help answer test questions.

- Seating should be arranged so that students are not tempted to look at other students' answers.

Distributing and Collecting the Test Security Agreements

Test Security Agreements will be included in the shipment of materials. There are two versions of the security agreements. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other persons who have access to secure materials to read and sign. Please make sure each person signs the appropriate version of the security agreement. All employees who will have access to EOCEP secure test materials should have a signed Test Security Agreement on file in the district office. Anyone who has access to secure materials is required to follow the security procedures and take the necessary precautions to ensure the security of test materials at all times. The STC must return any signed agreements to the DTC after testing.

BEFORE TESTING

Arranging for Student Participation

Prior to testing, STCs must

- identify the relevant classes for the test subject being administered;

- notify teachers of the students to be tested;

- notify participating students of the time and location of the test; and

- arrange for students to use school or personal calculators for the Algebra 1/Mathematics for the Technologies 2 test.

Notifying Students of Testing

STCs must be sure that all students who are eligible to participate are notified about the end-of-course tests and understand their importance. Prior to test day, be sure to

1. tell students to bring two sharpened No. 2 pencils with erasers on test day (only No. 2 lead may be used for testing);

2. notify teachers and students of the calculator use policy and the need to back up and clear calculator programs and memories before and after the Algebra 1/Mathematics for the Technologies 2 test; and

3. notify students that cell phones must be turned off during testing and that cell phones and PDAs will not be permitted on desks during testing.

Training Test Administrators and Monitors

No later than the week before the test is administered, STCs must conduct training sessions for all TAs, possible substitute administrators, and monitors. TAs must be thoroughly informed about test security, the logistics of administering the test, the directions for completing the answer document, the script for administration, and procedures for returning test materials to the STC. These training sessions also should stress the need to account for all materials before, during, and after testing.

Training Materials

Each TA should receive this manual during the training session, and may keep the manual after the training session for further study before test administration.

<u>Training Topics</u>

The training sessions should, at a minimum, cover the following topics:

- responsibilities of TAs and monitors

- test security

- testing schedules and rooms to be used

- preparing testing rooms for the examination

- following the administration directions

- administering the test using customized materials

- answering student questions during testing

- ensuring that all required information is completed accurately on the answer document

- receiving and handling test materials

- procedures and schedule for returning test materials to the STC at the end of the test session

STC Materials Receipt and Inventory of Materials

The following list provides step-by-step instructions for receiving materials from the district office and for taking inventory. STCs should complete these procedures upon receiving test materials. If the shipment appears incomplete in any way, immediately contact your DTC.

1. Using the Packing List from Box 1 (white box), place a check mark beside each item to verify that you have received the quantity listed.

2. Take inventory of all secure materials. **Do not open the shrink-wrapped packages of test booklets at this time.** Instead, check the security numbers that are printed on the white cover sheet inside the shrink-wrapped package, and then count the spines of the booklets to verify that you have received the correct number of booklets.

3. If there is a discrepancy in the number of booklets received, open the package to identify the security number(s) of the missing booklet(s). Record any discrepancy on the School Security Checklist. (A sample of the checklist can be found in Appendix E.)

4. Check that the quantities of materials you receive are sufficient for the number of students participating in your school. Make sure you have all materials needed to test students with disabilities. If you need extra materials, contact your DTC immediately.

5. Keep all materials in secure, locked storage until they are needed on test day.

6. Keep **all** original shipping boxes. You will need them after testing to return the materials to the DTC.

Preparing and Distributing Test Materials

The STC is responsible for collecting signed Test Security Agreements from TAs and monitors. Any individual who may have access to EOCEP test materials (with the exception of students who are taking the test), or to the location in which the materials are securely stored, should have a signed agreement on file in the district office before they are given access to the test materials. There are two versions of the security agreements. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other persons who have access to secure materials to read and sign. Please make sure each person signs the appropriate version of the security agreement. The STC is also responsible for inventory control and must use the School Security Checklist to track and monitor test materials distributed to the TAs. A sample of the checklist may be found in Appendix E.

When distributing secure test materials, STCs must instruct the TAs to initial the School Security Checklist to verify receipt of the test booklets, as shown in the following diagram.

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SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD				

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One week before the test day, STCs may open the shrink-wrapped packages of test booklets and prepare materials for TAs. **After preparing materials, STCs must return them to locked storage until they are distributed to the TAs.**

Prepare the following test materials for each TA:

_____ 1. School/Class Headers (one for each testing group)

_____ 2. Test Security Agreement Forms

_____ 3. test booklets (one for each student)

_____ 4. answer documents (one for each student plus overage)

> (Note: Both pre-ID and blank answer documents should be included, if needed. Customized answer documents will be included for customized testing. Make sure that any student who uses a customized test form uses the green answer document.)

_____ 5. paper bands

_____ 6. "Do Not Score" labels

_____ 7. Algebra 1/Mathematics for the Technologies 2 administration materials (one for each student)

> ___ a. 6-inch card stock ruler

> ___ b. calculators (provided by school/student)

DURING TESTING

Supervising the Test Administration

STCs are responsible for implementing and monitoring all examination testing procedures at their schools and for ensuring that test security is maintained. During testing, supervise the administration by visiting each testing room and observing the following guidelines.

- Do not allow administration directions to be read over the public announcement system.

- Make sure that test administration directions are being followed exactly.

- Make sure that all school personnel involved in test administrations adhere to the security guidelines. (Any breach of test security must be reported in accordance with the guidelines listed in the test security section of this manual.)

- Assist TAs in handling unusual testing situations.

  ⇒ If a student cannot write due to an injury (e.g., sprain, broken bone), testing for this student could be delayed until make-up testing, or the student may use any of the response options listed under accommodations in Appendix C.

  ⇒ If a student gets sick on test materials, identify the security number of the test booklet and report the incident to the DTC. Destroy the test materials and complete the Testing Irregularity Form located in Appendix E. Then, indicate the security number of the destroyed booklet on the School Security Checklist and annotate the incident.

⇒ At the school's discretion, disruptive students may be removed from the group to complete testing elsewhere, or they may be tested at a make-up session.

⇒ Students who leave testing for emergency reasons (e.g., illness) must be scheduled for make-up testing. Be sure the student's name is on your list of students who need make-up testing and that all test materials the student was using are labeled with the student's name.

⇒ If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, maintaining security of the test materials. Document the situation fully on the Testing Irregularity Form in Appendix E. Note what action you took to resolve the situation and when students were able to continue with testing once the situation returned to normal. Return the form with your nonscorable materials at the end of testing.

⇒ If a student is suspected of cheating, the TA must handle the situation according to district policy and then contact the STC and document the circumstances on the Testing Irregularity Form.

⇒ If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided that doing so does not compromise your safety or that of the students).

AFTER TESTING

Receiving Test Materials from TAs

TAs must return all test materials to the STC upon the completion of testing.

- Collect all test materials from TAs, including test booklets, answer documents (used, unused, or voided), and *Test Administration Manuals*. For the Algebra 1/Mathematics for the Technologies 2 test, collect the rulers, graph paper, reference sheets, and calculators (for resetting). For the Physical Science test, collect the reference sheets.

- For each TA, check the returned test booklet security numbers against those assigned, as indicated on the School Security Checklist. Account for all test booklets distributed to each TA. If any booklet cannot be located, provide detailed documentation on the School Security Checklist. Have TAs initial the School Security Checklist, as shown in the following diagram.

```
            SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

                     SCHOOL SECURITY CHECKLIST

Name of School: _____
Name of STC: _____


The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA
receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging
must initial the "Packaged for Return" column. Provide an explanation in the comment section for any
secure materials that were not received or were not returned to the contractor.
```

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD		
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD	KT	BD		

- Complete a School/Class Header Sheet for each banded class set. There must be a separate School/Class Header Sheet for each subject. Check to make sure subjects are not mixed in a class set.

- Verify that the answer documents are not damaged. If an answer document is damaged, follow the procedures in the next section and replace the damaged answer document with a new one that has been transcribed.

Transferring Responses from Damaged Answer Documents

If an answer document is in any way damaged, authorized school personnel **must** transfer the student's demographic data and responses to a blank answer document and return the new answer document with the scorable materials. The transfer **must** be completed by two school personnel and be carefully checked for accuracy. Place a "Do Not Score" label on the damaged answer document across the name field, and return it with the school's **nonscorable** materials.

Diagram 1.   Diagram 2.

Conducting Make-Up Testing

Determine which students, if any, need make-up testing. Contact those students as soon as possible and arrange for a make-up test.

- Make-up test materials must be kept in locked storage with the other secure materials and be signed out and signed in as needed. If the STC acts as the make-up administrator, the materials must still be signed out and signed in using the School Security Checklist.

- Make-up tests **must** be administered using the test administration procedures in the *Test Administration Manual*. The "MAKE-UP" bubble **must** be gridded on the student's answer document.

Disposing of Materials Not Returned to the DTC

The STC should separate the following materials from the rest of the test materials.
- *Test Administration Manuals*

- unused School/Class Header Sheets

- blank (not pre-ID) answer documents (All unused pre-ID answer documents are secure materials and must be returned with the nonscorable materials.)

- unused shipping labels

- rulers with no student writing

- graph paper with no student writing

- Physical Science or Algebra 1/Mathematics for the Technologies 2 reference sheets with no student writing

- unused "Do Not Score" labels

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Do not return these materials to the DTC. You may discard the manuals or keep them to use as reference materials. You may use the remaining materials at your discretion.

Packaging Materials for Return to the DTC

In preparation for returning materials, please do the following:

- Review and follow the return processes listed in Appendix C for the return of all customized materials.

- Check that all demographic information on student answer documents is complete and accurate.

- Check that all secure materials you received are being returned to the DTC.

- Organize and package the test materials in two groups: scorable and nonscorable materials.

- Pre-ID answer documents for students who did not take the test are to be returned with the nonscorable materials.

- Completed pre-ID answer documents that should not be scored must have a Do Not Score label placed on the front of the answer document—across the name field—and be returned with the nonscorable materials.

Directions for Returning Scorable Materials

1. Place the paper-banded class sets inside an envelope or folder for return to your DTC.

2. If you have too many answer documents to fit in an envelope, you may use a box to return the materials. Make sure the answer documents are packaged appropriately so they do not shift in transit.

3. Return the scorable materials promptly to your DTC.

Directions for Returning Nonscorable Materials

Return the nonscorable materials to the DTC using the boxes in which the materials were delivered. Make sure these boxes are sturdy and dry. Remove or cover any previous shipping labels.

1. Complete and sign the School Security Checklist as shown in the following diagram. Separate the carbonless forms. Return the original with your nonscorable materials. Give the second copy to your DTC along with any signed Test Security Agreements.

```
           SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

                     SCHOOL SECURITY CHECKLIST

Name of School: _____
Name of STC: _____


The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA
receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging
must initial the "Packaged for Return" column. Provide an explanation in the comment section for any
secure materials that were not received or were not returned to the contractor.
```

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD	BD	
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD	KT	BD	BD	

2. Place the following materials in the return box(es) in the order shown in the diagram on the next page.

___ completed School Security Checklists (remember to keep a copy of each for your records)

___ any completed Comment Sheets

___ any completed Testing Irregularity Forms

___ any damaged or "Do Not Score" answer documents

___ all used/unused test booklets

___ used graph paper

___ Physical Science or Algebra 1/Mathematics for the Technologies 2 reference sheets with student writing on them

___ all customized test booklets

___ student response documents (If students did not mark answers on the answer document, transcribe the student's answers to a scorable answer document and return the student's original response documents with the nonscorable materials.)

Returning Nonscorable Materials

Audio CDs

Oral Scripts

Large Print Booklets

Loose Leaf Booklets

Braille Booklets

Sign Language Videotapes

Form C Regular Print

Completed *School Security Checklists*

Any Completed *Comment Sheets*

Any completed *Testing Irregularity Forms*

Any damaged or "Do Not Score" answer documents

All used/unused test booklets

Used graph paper

All reference sheets

All customized Test Booklets

Student Response Documents

Box 1

3. Fill any empty space in the box(es) with crumpled paper to keep the materials from shifting during shipping.

4. Seal with tape each box in your shipment.

5. Affix a magenta pre-printed return address label marked "nonscorable" on each box. If you need additional return address labels for nonscorable materials, contact your DTC. If you use additional labels, be sure to enter all requested school information on them.

6. On each label, in the area marked "Sch: Box _ of _ ," write the number of boxes you are returning. For example, a shipment of two boxes would be labeled "Box 1 of 2" and "Box 2 of 2."

7. Return all nonscorable materials to the DTC within three days of testing.

BEFORE TESTING

Test Security Agreements

Test Security Agreements will be included in the shipment of materials. Anyone other than students who will have access to EOCEP secure test materials should have a signed agreement on file in the district office for the current school year. Anyone who has access to test materials is required to follow the security procedures and take the necessary precautions to ensure the security of the test materials at all times. There are two versions of the security agreements. The first version is for DTCs, STCs, and TAs to read and sign. The second version is for all other persons who have access to secure materials to read and sign. Please make sure each person signs the appropriate version of the security agreement.

Pre-ID Answer Document Procedures

Although answer documents are pre-printed with student demographic information, some information on the student demographic page must be gridded by hand, either by the student or by the TA. Instructions for completing demographic information are located in Appendix A.

Prior to testing, each school will receive a pre-ID Student Roster that lists the student information provided through the EOCEP query of the SASI database. (A sample format of the roster can be found on the next page.) If a field is blank on the roster, it will need to be hand-gridded on the answer document.

If pre-ID information is incorrect on the Student Roster, **do not use the pre-ID answer document for that student**. Instead, hand-grid all demographic information for that student on a blank answer document and void the pre-ID answer document by placing a "Do Not Score" label over the barcode in the pre-printed area, as shown in the diagram on page 17. Return the voided answer document with the nonscorable materials.

Your STC may instruct you to have students grid their names in the student name field on all answer documents, even though the name may already be pre-printed. Gridding the student's name provides a secondary method for identifying an answer document as belonging to a particular student.

Students without Pre-ID Answer Documents
If there is no pre-ID answer document for a student, you must use a blank answer document and hand-grid all demographic information.

Answer Documents for Students Who Require Customized Test Materials
If you received a pre-ID answer document for a student who needs a customized version of the test, **do not** use the pre-ID answer document. Instead, use the answer document enclosed with the customized materials. All of the student's demographic information must be hand-gridded. Place a "Do Not Score" label on the pre-ID answer document and return it with the nonscorable materials. The hand-gridded answer document will be returned with the scorable materials.

Pre-ID Student Roster

BEDS Code:
District:
School:
Section#:
Page:

PRE-ID NUMBER	STUDENT NAME	STUDENT ID No.	ETHNICITY:	DATE OF BIRTH	GENDER:	GRADE:	504	MIGRANT	ALT. SCHOOL	LANGUAGE**	IEP										LUNCH***	G
											NONE	SP	H	V	OR	ED	LD	EM	TM	AU		

KEY: Ethnicity
1 = African American
2 = African American/American Indian
3 = American Indian
4 = Asian
5 = Hawaiian/Pacific Islander
6 = Hispanic
7 = White
8 = White/African American
9 = White/American Indian
10 = White/Asian
11 = Other

**Language: 1 = N (Native English Speaker)
2 = X (Exited)
3 = M (LEP Monitored)
4 = F (LEP (Full))
5 = W (Waived)

***Lunch: 1 = No
2 = Free
3 = Reduced

G: 1 = No
2 = Academic
3 = Artistic
4 = Both

Sequence:

Receiving Materials from the STC

1. You should sign a Test Security Agreement if you do not already have one on file in the district office for the current school year.

2. Your STC will give you the test materials to conduct the test administration.

3. Count the materials you receive to ensure that you have enough for the number of students you are testing.

4. Check the security numbers of the test booklets you receive against the numbers listed on the School Security Checklist.

5. Once you have verified the test booklet count total and the security numbers, initial the School Security Checklist, as illustrated in the following diagram.

```
SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____
Name of STC: _____
```

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD				
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD				

DURING TESTING

Administering the Test

A trained TA must be in the room **at all times** when secure test materials are not in locked storage. **Do not leave the testing room unattended.** If you must leave the room, another trained TA must take your place before you leave.

It is important to follow these precautions during testing:

- Do not allow students to have their cell phones turned on during testing. Cell phones and PDAs are not allowed on desktops during testing.

- Do not allow students to use extra paper during the test.

- Do not allow students to use pens, crayons, markers, or colored pencils to respond.

- Do not use correction fluid on the answer documents.

- Do not use paper clips, tape, staples, or glue on the answer documents.

- Do not attach removable "sticky" notes to the answer documents.

- The graph paper and reference sheets for the Form A Algebra 1/Mathematics for the Technologies 2 and the Physical Science Reference Sheets are perforated, and may be removed from the test booklet for student use.

Handling Disruptions and Irregularities During Testing

If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds— please handle the situation appropriately, maintaining security of the test materials. Then, document the situation on the Testing Irregularity Form located in Appendix E. Note the action you took to resolve the situation and document the time students were able to continue with testing once the situation returned to normal. Return this form to the STC with your test materials.

If a student is suspected of cheating, the TA must contact the STC and document the circumstances on the Testing Irregularity Form.

Any student who must leave during testing for any reason (e.g., illness or personal emergency) must be scheduled for make-up testing. Be sure the student's name is on your list of students who need make-up testing and that all test materials the student was using are labeled with the student's name.

If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

Identifying Students Who Need Make-Up Testing

TAs must complete the Student Make-Up Roster in Appendix E for all students who are absent. Return the completed Student Make-Up Roster to the STC after testing.

AFTER TESTING

Completing the School/Class Header Sheet

Each TA must complete a School/Class Header Sheet and place it on top of the scorable answer documents. Roster reports will be returned to the district and to the teacher whose name is listed on the School/Class Header Sheet. **If you want to receive roster reports separated by teacher, a School/Class Header Sheet must be filled out for each teacher.** For example, contrary to state-recommended procedures, some schools may elect to administer the test in a large-group setting. In such cases, the TA must separate the answer documents by the teacher's name listed at the top of each answer document. A School/Class Header Sheet must be filled out for each teacher's name and must be placed inside the paper band for each class set in order to receive the roster reports listed by teacher.

The following information must be included on all School/Class Header Sheets:

- School Name

- District Name

- Activity Code–Print and grid the complete Activity Code. (See below for complete directions.)

- Teacher's Name–Print the name of the students' teacher in the boxes, left justified, and then fill in the corresponding bubble for each letter of the name.

- BEDS Code

- Home School–Grid the circle only if the answer documents are for home school students.

- Total Answer Documents Returned for Scoring Under this Class Sheet–Print and grid the total number of answer documents being returned for the group after the regular test session.

- Verified by–Sign and print your name.

Definition of Activity Codes (Note: The following section was taken from the SASI manual. If you have any questions when filling out this code, please contact your district SASI operator.)

Instructional Activity Code				District Defined		Academic Tag	Unit Tag	Section Number			
1	2	3	4	5	6	7	8	9	10	11	12

Instructional Activity Codes (positions 1–4; high school credit-bearing courses)

Course	Course Code (These are some of the standard codes; however, your district may have other codes.)	
	Grade	Grades 9–12
Algebra 1	2111 (Gr. 6-8)	4111
Mathematics for the Technologies 2		3142
English 1	2011 (Gr. 6-8)	3011
Physical Science	2211 (Gr. 8)	3211
Biology 1		3221
Applied Biology 2		3227

District Defined Codes (positions 5–6) Fill this in only if your district has designated a code for this field. If your district does not use these positions, you may leave this blank.

Academic Tag (position 7; one of seven GPR weightings)
    A Advanced Placement
    C College [Prep]
    D Dual credit
    H Honors
    I   International Baccalaureate
    P Pre-baccalaureate
    T Tech Prep

Unit Tag – Carnegie Unit Credit (position 8)
    D two units
    H half unit
    Q quarter unit
    T three units
    W one whole unit (typically used for EOCEP)

Section Number (Positions 9–12, numbers or letters are acceptable; section = class.) This is the number used to identify your classes.

Returning Test Materials to the STC

Once the TA fills in the School/Class Header Sheet, complete the following tasks:

1. Make a class set by placing the School/Class Header Sheet on top of the scorable answer documents. Scorable answer documents include all answer documents that have been completely or partially filled out by a student.

2. Place a paper band around the class set.

3. Account for all test booklets you received and sign in your test materials to the STC by initialing the School Security Checklist, as shown in the diagram on the following page.

```
SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

                  SCHOOL SECURITY CHECKLIST

Name of School: _____
Name of STC: _____


The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA
receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging
must initial the "Packaged for Return" column. Provide an explanation in the comment section for any
secure materials that were not received or were not returned to the contractor.

Secure Test Materials:
```

Secure Test Materials:

Security Number	TA's Last Name	Sign Out TA Initials	Sign Out STC Initials	Sign In TA Initials	Sign In STC Initials	Packaged for Return STC Initials	Packaged for Return Other Initials
2720036	Thornton	KT	BD	KT	BD		
2720037							
2720038							
2720039							
2720040							
2720041							
2720042							
2720043	Thornton	KT	BD	KT	BD		

4. If any secure materials are missing (i.e., materials you originally received but did not return), document this situation with as many details as are known and submit the documentation to the STC.

5. Alert your STC if any scorable answer documents are damaged.

6. Provide your STC with a list of students who need make-up testing. You may use the Student Make-Up Roster in Appendix E for this purpose.

7. If you have comments or suggestions, please complete the Comment Sheet at the end of this manual and return it with your nonscorable materials to your STC.

8. Return all materials to the STC immediately after testing.

GENERAL ADMINISTRATION DIRECTIONS

The information on student answer documents that must be completed by the school may be completed either before or after test administration.

Write your district name, school name and teacher name on the board, or some place where students can refer to this information when filling out the answer document. Read aloud the directions in the shaded boxes below. All special directions are printed inside a dotted box to read aloud, if applicable.

DIRECTIONS FOR COMPLETING ANSWER DOCUMENT DEMOGRAPHICS

Begin by reading aloud the script that follows for each subject being administered.

SAY: **At this time you must turn off your cell phones and PDAs and put them away. You may not have cell phones or PDAs on your desks during testing.**

Pause while students put away their cell phones and PDAs.

SAY: **Today you will be answering questions for the South Carolina End-of-Course Examination Program. It is important that you do your best in answering the questions.**

Do not talk during the test. If you have any questions while you are working, raise your hand and I will come to your seat.

Pause.

SAY: **I am going to give each of you a test booklet. When you get your test booklet, leave it unopened on your desk.**

Place a test booklet in front of each student.

SAY: **Print your name in the upper right-hand corner of the test booklet where it says Name.**

Pause. Check to make sure students have printed their names on the booklets.

SAY: **I will now give each of you an answer document. You may use only number two lead for this test. Do NOT use pens or ink to mark your answers. If you need a pencil during the test, please raise your hand and I will give you one.**

Hand out pencils as necessary and distribute answer documents.

SAY: **Look at side one of your answer document.**

Hold up a blank answer document and point to the appropriate place.

SAY: **Find the place where it says District Name, School Name, and Teacher Name.**

Pause.

SAY: **In the appropriate area, print our district and school names, and then print my name** (*or print the name of your regular teacher*) **in the Teacher Name area as I have written here.** (*Point to the location where you have written the information.*)

Pause to allow students to complete the information.

Even though answer documents may be pre-coded with student names, some districts may choose to have students print and grid their names for pre-ID documents as a second check for easily identifying a test booklet as belonging to a particular student. Check with your STC to find out if your district has chosen to do this. If you will be having students grid their names, follow the directions in this dotted box. **Students with blank answer documents must complete the name field.**

SAY: **Next, you will fill out the spaces for your name. Find the section labeled Last Name, First Name, and M.**

Pause. Hold up a document and point to the appropriate place, if necessary.

SAY: **In the first section, print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.**

Pause.

SAY: **In the section labeled First Name, print each letter of your first name. Do not print a nickname or shortened first name. In the box labeled M, print the first letter of your middle name.**

Pause.

SAY: **Now go back to the box where you wrote the first letter of your last name. Darken the appropriate circle under each letter of your last name. Then darken the circles for the letters in your first name and for your middle initial.**

Pause to provide help as needed.

Read this section for **Form C** testers only:

SAY: **Next, find the box labeled Date of Birth. In the Month column, darken the circle for the month you were born. Then write in the boxes the day you were born and the last two numbers of the year you were born. Darken the circles below that correspond to those numbers.**

Pause while students fill in information.

Read this section for **Form A** testers only:

SAY: **For the box labeled Form Number, look at the front of your test booklet and find the form number written in the bottom right-hand corner of the form you are using. Write in that number on your answer document, and darken the circles that correspond to that number.**

Pause while students fill in information.

SAY: **Find the box labeled Test Date. In the Month column, darken the circle for** (*say the current month*). **Beneath the box labeled Day, write in** (*say today's date*) **and darken the circles below that correspond to today's date.**

Pause while students fill in information.

Read this section for **Form C** testers only:

SAY: **Next, darken the circle for your ethnicity. Only one circle may be darkened.**

Pause while students fill in information. For a definition of the options, see the chart in Appendix A.

SAY: **Find the section for your current course and darken the circle that corresponds to the course in which you are currently enrolled.**

Pause while students fill in information.

SAY: Find the section for Gender and darken the circle that applies.

Pause while students fill in information.

SAY: Now find the section labeled Grade and darken the circle for your current grade.

Pause while students fill in information.

SAY: Raise your hand if you have questions or need additional time to complete the information.

Wait until all students have finished.

SAY: If you have any questions before we begin, raise your hand and I will help you.

Pause to answer any questions.

DIRECTIONS FOR ADMINISTERING THE ALGEBRA 1/MATHEMATICS FOR THE TECHNOLOGIES 2 TEST

Begin reading this script <u>after</u> you have read the directions for completing the demographic information on the student answer documents.

SAY: **Turn to the front of your test booklet and locate the Reference Information sheet and the graph paper. You may either tear these two pages out or turn to them for reference during the test.**

Pause to allow students to remove the page. If you choose to have students write their names on these pages you may instruct them to do so at this time.

SAY: **I am going to give each of you a ruler.**

Distribute a 6-inch card stock ruler to each student.

Read this section if students will be using calculators.

SAY: **You may use a calculator during this test. If you have your own calculator, the memory must be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.**

Make sure the memories of all calculators are cleared (reset) in accordance with the requirements provided on page 9 of this manual.

SAY: **Turn your answer document over to side two. Find the place for answering the test questions.**

When you have finished taking the test, you may go back and check your work. Then complete the Stop Time box. After that, complete the Student Questionnaire at the back of the book.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY: **This test is not timed. Please do your best work.**

Pause.

SAY: When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats or leave the room, if provisions have been made).

SAY: Open your test booklets to page 1 and follow along as I read the directions out loud.

Pause.

SAY: There are fifty questions on this test. Each test question has only one correct answer. Read each question carefully. Then mark your answer on your answer document using only a number two pencil. Completely darken the bubble for your response. If you change an answer, completely erase the first answer you marked.

You may use the graph paper, the ruler, and a calculator in answering the questions, but you do not have to. You should do all scratch work in your test booklet, but you may use the graph paper if you need extra room to work on the problems. You may refer to the Reference Information sheet located inside the front cover of your test booklet.

Notes:

(1) Figures are drawn as accurately as possible except when it is stated that a figure is not drawn to scale. All figures lie in a plane unless otherwise noted.

(2) All numbers used are real numbers. All algebraic expressions represent real numbers unless otherwise stated.

Pause.

SAY: Does anyone have any questions?

Pause to answer any questions.

SAY: Find the box on your answer document labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (*say the current time*).

Pause while students write in the Start Time.

SAY: You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.

SAY: **Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.**

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes), say:

SAY: **Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the Stop Time box and then the Student Questionnaire.**

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" on the answer document and the student questionnaire responses.

Allow those students who have finished to read materials—other than textbooks for the subject being tested—or to leave (if provisions have been made). Make sure all test materials are returned to the STC immediately after testing.

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE ENGLISH 1 TEST

Begin reading this script <u>after</u> you have read the directions for completing the demographic information on the student answer documents.

SAY: **Turn your answer document over to side two. Find the place for answering the test questions.**

When you have finished taking the test, you may review your work. Then complete the Stop Time box and the Student Questionnaire.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY: **This test is not timed. Please do your best work.**

Pause.

SAY: **When you have finished, close your test booklet, raise your hand, and I will collect your test materials.**

Explain what students should do after you collect their test materials (e.g., read quietly at their seats or leave the room, if provisions have been made).

SAY: **Open your test booklets to page one and follow along as I read the directions out loud.**

Pause.

SAY: **There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully and mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.**

You may not use a dictionary or thesaurus on this test.

Pause.

SAY: **Does anyone have any questions?**

Pause to answer any questions.

SAY: **Find the box labeled Start Time. Darken the bubbles closest to the current time. It is now _____** (*say the current time*).

Pause while students write in the Start Time.

SAY: **You may begin working now.**

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.

SAY: **Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.**

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes), say:

SAY: **Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the Stop Time box and the Student Questionnaire.**

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" on the answer document and the student questionnaire responses.

Allow those students who have finished to read materials—other than textbooks for the subject being tested—or to leave (if provisions have been made). Make sure all test materials are returned to the STC immediately after testing.

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE BIOLOGY 1/APPLIED BIOLOGY 2 TEST

Begin reading this script <u>after</u> you have read the directions for completing the demographic information on the student answer documents.

> **SAY:** **Turn your answer document over to side two. Find the place for answering the test questions.**
>
> **When you have finished taking the test, you may go back and check your work. Then, complete the Stop Time box and the Student Questionnaire.**
>
> **During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?**

Pause to answer any questions.

> **SAY:** **This test is not timed. Please do your best work.**

Pause.

> **SAY:** **When you have finished, close your test booklet, raise your hand, and I will collect your test materials.**

Explain what students should do after you collect their test materials (e.g., read quietly at their seats or leave the room, if provisions have been made).

> **SAY:** **Open your test booklets to page one and follow along as I read the directions out loud.**

Pause.

> **SAY:** **There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully, then mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked.**
>
> **Please do all scratch work in your test booklet.**

Pause.

> **SAY:** **Does anyone have any questions?**

Pause to answer any questions.

> **SAY:** **Find the box labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (*say the current time*).**

Pause while students write in the Start Time.

SAY: **You may begin working now.**

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.

SAY: **Please stop. Put your pencil down and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.**

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes), say:

SAY: **Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the Stop Time box and the Student Questionnaire.**

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" on the answer document and the student questionnaire responses.

Allow those students who have finished to read materials—other than textbooks for the subject being tested—or to leave (if provisions have been made). Make sure all test materials are returned to the STC immediately after testing.

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE PHYSICAL SCIENCE TEST

Begin reading this script <u>after</u> you have read the directions for completing the demographic information on the student answer documents.

(Note: The reference sheet directions do not apply to all customized formats.)

SAY: **Turn to the Equation Reference Sheet at the beginning of your test booklet. You may either tear the page out or turn to it for reference during the test.**

Pause to allow students to remove the page. If you choose to have students write their names on the Equation Reference Sheet, you may instruct them to do so.

SAY: **Turn your answer document over to side two. Find the place for answering the test questions.**

When you have finished taking the test, you may go back and check your work. Then, complete the Stop Time box and the Student Questionnaire.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY: **This test is not timed. Please do your best work.**

Pause.

SAY: **When you have finished, close your test booklet, raise your hand, and I will collect your test materials.**

Explain what students should do after you collect their test materials (e.g., read quietly at their seats or leave the room, if provisions have been made).

SAY: **Open your test booklets to page one and follow along as I read the directions out loud.**

Pause.

SAY: **There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully, then mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked.**

Please do all scratch work in your test booklet. You may tear out and refer to the Periodic Table of the Elements and Equation Reference Sheet in the front of your test booklet, as necessary, during the test.

Pause.

SAY: Does anyone have any questions?

Pause to answer any questions.

SAY: Find the box labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (*say the current time*).

Pause while students write in the Start Time.

SAY: You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.

SAY: Please stop. Put your pencil down and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes), say:

SAY: Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work and then complete the Stop Time box and the Student Questionnaire.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" on the answer document and the student questionnaire responses.

Allow those students who have finished to read materials—other than textbooks for the subject being tested—or to leave (if provisions have been made). Make sure all test materials are returned to the STC immediately after testing.

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing. Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

CODING OF <u>FORM A</u> ANSWER DOCUMENTS

Coding for Form C answer documents begins on A-5.

The following fields must be completed for all scorable answer documents. (Some fields may be precoded.)

- District Name

- School Name

- Teacher Name

- Student Name–Use legal names only; <u>no</u> nicknames.

- Test Date–Provide the month and the day the test was taken.

- Form #

- Grade

- Current Course

- Accommodations

- Make-Up

- Special Request Code (If applicable.) – See page C-2 for further information.

- Student ID Number–Begin writing the number in the first box.

- Date of Birth

- Ethnicity–**Only one** selection is allowable. See table for a list of descriptions.

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

African American/Native American—The student has origins that reflect both African American and Native American heritage.

Asian—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian-Pacific Islander—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Native American—The student has origins in any of the original peoples of North and South America (including Central America), and maintains cultural identification through affiliation or community recognition.

White—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/Native American—The student has origins that reflect both White and Native American heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

Other—The student has origins that are different from those listed above.

- IEP–Code either "None" or one or more of the following codes, as indicated by the student's IEP.
  - None = Not officially recorded as disabled
  - SP = Speech or Language Impaired
  - H = Hearing Impaired
  - V = Visually Impaired
  - OR = Orthopedically Impaired
  - AU = Autism
  - PM = Profoundly Mentally Disabled
  - OT = Other Health Impaired
  - ED = Emotionally Disabled
  - LD = Learning Disability
  - EM = Educable Mentally Disabled
  - TM = Trainable Mentally Disabled
  - TB = Traumatic Brain Injury
  - DB = Deaf – Blindness
  - M = Multiple – Disabled

- L (Lunch)

  No = The student is not eligible for free or reduced-price lunch status.
  F   = The student is eligible for free lunch status.
  R   = The student is eligible for reduced-price lunch status.

- Migrant

  No = The student is not a migratory student.
  Yes = The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding thirty-six months, in order to obtain temporary or seasonal employment in agricultural or fishing work:

    - Has moved from one school district to another, or
    - Resides in a school district more than 15,000 square miles, and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

- Al Sch (Alternative School Program)

  No = The student is not in an alternative school program.
  Yes = The student is or has been enrolled during the current school year in a program "designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from regular school program or may be interfering with the learning of others." (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; Section 59-63-1300).

- 504 (504 Accommodations Plan)

  No = The student does not have a 504 Accommodations Plan.
  Yes = The student has a 504 Accommodations Plan.

- Gender

- G (Gifted and Talented)

  Note: An AP program is not an academically/artistically gifted program.

  No   = The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.
  Academic = The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the district.
  Artistic = The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.
  Both   = The student is served in any of the (district- or state-funded) academically and artistically gifted and talented classes/programs offered in the district.

- Language

Waiver	= The student requires ESOL services, but is not receiving them based on parent-signed waiver (i.e., refusal of services).
Full LEP	= The student is receiving a full complement of ESOL services based on his or her language assessment score.
LEP Mainstreamed	= Based on his or her language assessment score of "fully proficient," the student is receiving one to four hours of ESOL services per week.
Exited	= The student required ESOL services, but has transitioned out of monitored status.
English Speaker	= The student is a native English speaker.

CODING OF <u>FORM C</u> CUSTOMIZED ANSWER DOCUMENTS

The following fields must be completed for all scorable customized answer documents.

- District Name

- School Name

- Teacher Name

- Student Name–Use legal names only; <u>no</u> nicknames.

- Date of Birth

- Test Date–Provide the month and the day the test was taken.

- Ethnicity–**<u>Only one</u>** selection is possible. See table for a list of descriptions.

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

African American/Native American —The student has origins that reflect both African American and Native American heritage.

Asian—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian-Pacific Islander—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Native American—The student has origins in any of the original peoples of North and South America (including Central America), and maintains cultural identification through affiliation or community recognition.

White—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/Native American—The student has origins that reflect both White and Native American heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

Other—The student has origins that are different from those listed above.

- Current Course

- Gender

- Grade

- Special Request Code (If applicable) – See page C-2 for further information.

- Language

Waiver	=	Student requires ESOL services but is not receiving them based on parent-signed waiver.
Full LEP	=	Student is receiving full complement ESOL services based on his or her language assessment score.
LEP Mainstreamed	=	Based on his or her language assessment score of "fully proficient," student is receiving one to four hours of ESOL service per week.
Exited	=	Student received ESOL services but has transitioned out of Mainstreamed status.
English Speaker	=	The student is a native English speaker.

- G (Gifted and Talented)

    Note: An AP program is not an academically/artistically gifted program.

No	=	The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.
Academic	=	The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the district.
Artistic	=	The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.
Both	=	The student is served in any of the (district- or state-funded) academically and artistically gifted and talented classes/programs offered in the district.

- IEP–Code either "None" or one or more of the following codes, as indicated by the student's IEP.

None	=	Not officially recorded as disabled
SP	=	Speech or Language Impaired
H	=	Hearing Impaired
V	=	Visually Impaired
OR	=	Orthopedically Impaired
AU	=	Autism
PM	=	Profoundly Mentally Disabled
OT	=	Other Health Impaired
ED	=	Emotionally Disabled
LD	=	Learning Disability
EM	=	Educable Mentally Disabled
TM	=	Trainable Mentally Disabled
TB	=	Traumatic Brain Injury
DB	=	Deaf – Blindness
M	=	Multiple – Disabled

- 504 (504 Accommodations Plan)

No	=	The student does not have a 504 Accommodations Plan.
Yes	=	The student has a 504 Accommodations Plan.

- Al Sch (Alternative School Program)
  - No   =   The student is not in an alternative school program.
  - Yes   =   The student is or has been enrolled during the current school year in a program "designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from regular school program or may be interfering with the learning of others." (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; Section 59-63-1300).

- Migrant
  - No   =   The student is not a migratory student.
  - Yes   =   The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding thirty-six months, in order to obtain temporary or seasonal employment in agricultural or fishing work:

    - Has moved from one school district to another, or
    - Resides in a school district more than 15,000 square miles, and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

- Make-Up–Indicate if the test was administered as a make-up.

- L (Lunch)
  - No   =   The student is not eligible for free or reduced-price lunch status.
  - F   =   The student is eligible for free lunch status.
  - R   =   The student is eligible for reduced-price lunch status.

- Customized Materials–Indicate all customized materials that the student used.

- Accommodations–Indicate all accommodations that the student received during testing. Appendix C lists descriptions of all accommodations.

- Modifications–English 1 only. Indicate modifications that the student received during testing for the English 1 test. Appendix C lists descriptions of modifications.

- Student ID Number–Begin writing the number in the first box.

SCANNABLE FORMS

In this appendix, you will find a sample of the following forms:

- School/Class Header Sheet
- Sample of a Form A and Form C Answer Document

South Carolina
End-of-Course Examination
Program

School / Class Header Sheet

MARKING DIRECTIONS
- Use only No. 2 lead. No ink or ballpoint pen.
- Completely grid each circle.
- Cleanly erase any marks you wish to change.
- Make NO stray marks on this sheet.

PLEASE PRINT

School Name: _____

District Name: _____

INSTRUCTIONS FOR COMPLETING THIS SHEET
- Prepare a separate School/Class Header Sheet for each class/subject area tested.
- Print and grid the teacher's name. Class rosters are based on the teacher's name below.
- Print and grid the number of answer documents returned under this sheet. Use leading zeros if necessary.
- Print and grid the Activity Code. If you do not use all four columns to record the Section Number of the Activity Code, use leading zeros. (See the Test Administration Manual for complete directions.)
- Home School: Grid if the class is for home school students.

Activity Code

Instructional Activity Code | District Defined | Academic Tag | Unit Tag | Section Number

Teacher's Name

Last | FI | MI

BEDS CODE

○ Home School

Total Answer Documents Returned for Scoring Under this Class Sheet

Completed Answer Documents
(Test Administrator) _____

Please enter the total number of answer documents being returned under this School/Class Header Sheet, with leading zeros (if necessary), and grid the corresponding bubbles.

Verified by: _____ / _____

Test Administrator's name   (Signed)   (Printed)

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South Carolina
End-of-Course Examination
Program

Algebra 1 / Mathematics for the Technologies 2

Please print. (Use only No. 2 lead.)

District Name _____

School Name _____

Teacher Name _____

Last Name	First Name	M

Pre-ID

Test Date

Month	Day
○ Jan	
○ Feb	
○ Mar	⓪ ⓪
○ Apr	① ①
○ May	② ②
○ Jun	③ ③
○ Jul	④
○ Aug	⑤
○ Sep	⑥
○ Oct	⑦
○ Nov	⑧
○ Dec	⑨

Form #

⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨

Grade

○ 06
○ 07
○ 08
○ 09
○ 10
○ 11
○ 12

Current Mathematics Course

○ Algebra 1
○ Mathematics for the Technologies 2
○ Other

The following codes were not pre-coded for the Fall 2004 Administration.
Teachers/Test Administrators must complete these codes for all students, if applicable.

Accommodations

Mark all that apply
○ Setting
○ Timing
○ Scheduling
○ Presentation
○ Response options

Make-up
○

Special Request Code

⓪ ⓪ ⓪
① ① ①
② ② ②
③ ③ ③

1

STATE ASSESSMENT SYSTEM SDE-12-0001

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Algebra 1 / Mathematics for the Technologies 2

The following codes could have been transmitted through pre-code. Teachers/Test Administrators must complete the fields that were not transmitted by your district.

Student ID No.

(bubble grid 0–9 for each digit column)

Date of Birth

Month	Day	Year
Jan		19
Feb		
Mar	0 0	0 0
Apr	1 1	1 1
May	2 2	2 2
Jun	3 3	3 3
Jul	4	4 4
Aug	5	5 5
Sep	6	6 6
Oct	7	7 7
Nov	8	8 8
Dec	9	9 9

Ethnicity

- ○ African American
- ○ African American/American Indian
- ○ American Indian
- ○ Asian
- ○ Hawaiian/Pacific Islander
- ○ Hispanic
- ○ White
- ○ White/African American
- ○ White/American Indian
- ○ White/Asian
- ○ Other

IEP
Mark all that apply

- ○ None ○ AU
- ○ SP ○ ED
- ○ H ○ LD
- ○ V ○ EM
- ○ OR ○ TM
- ○ PM ○ DB
- ○ OT ○ M
- ○ TB

Language

- ○ Waiver
- ○ Full LEP
- ○ LEP Mainstreamed
- ○ Exited
- ○ English Speaker

G
- ○ No
- ○ Academic
- ○ Artistic
- ○ Both

L
- ○ No
- ○ F
- ○ R

Migrant
- ○ No
- ○ Yes

AI Sch
- ○ No
- ○ Yes

504
- ○ No
- ○ Yes

Gender
- ○ Male
- ○ Female

Answers (Use only No. 2 lead.)

1. Ⓐ Ⓑ Ⓒ Ⓓ	13. Ⓐ Ⓑ Ⓒ Ⓓ	25. Ⓐ Ⓑ Ⓒ Ⓓ	37. Ⓐ Ⓑ Ⓒ Ⓓ	49. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓘ	14. Ⓕ Ⓖ Ⓗ Ⓘ	26. Ⓕ Ⓖ Ⓗ Ⓘ	38. Ⓕ Ⓖ Ⓗ Ⓘ	50. Ⓕ Ⓖ Ⓗ Ⓘ
3. Ⓐ Ⓑ Ⓒ Ⓓ	15. Ⓐ Ⓑ Ⓒ Ⓓ	27. Ⓐ Ⓑ Ⓒ Ⓓ	39. Ⓐ Ⓑ Ⓒ Ⓓ	
4. Ⓕ Ⓖ Ⓗ Ⓘ	16. Ⓕ Ⓖ Ⓗ Ⓘ	28. Ⓕ Ⓖ Ⓗ Ⓘ	40. Ⓕ Ⓖ Ⓗ Ⓘ	
5. Ⓐ Ⓑ Ⓒ Ⓓ	17. Ⓐ Ⓑ Ⓒ Ⓓ	29. Ⓐ Ⓑ Ⓒ Ⓓ	41. Ⓐ Ⓑ Ⓒ Ⓓ	
6. Ⓕ Ⓖ Ⓗ Ⓘ	18. Ⓕ Ⓖ Ⓗ Ⓘ	30. Ⓕ Ⓖ Ⓗ Ⓘ	42. Ⓕ Ⓖ Ⓗ Ⓘ	
7. Ⓐ Ⓑ Ⓒ Ⓓ	19. Ⓐ Ⓑ Ⓒ Ⓓ	31. Ⓐ Ⓑ Ⓒ Ⓓ	43. Ⓐ Ⓑ Ⓒ Ⓓ	
8. Ⓕ Ⓖ Ⓗ Ⓘ	20. Ⓕ Ⓖ Ⓗ Ⓘ	32. Ⓕ Ⓖ Ⓗ Ⓘ	44. Ⓕ Ⓖ Ⓗ Ⓘ	
9. Ⓐ Ⓑ Ⓒ Ⓓ	21. Ⓐ Ⓑ Ⓒ Ⓓ	33. Ⓐ Ⓑ Ⓒ Ⓓ	45. Ⓐ Ⓑ Ⓒ Ⓓ	
10. Ⓕ Ⓖ Ⓗ Ⓘ	22. Ⓕ Ⓖ Ⓗ Ⓘ	34. Ⓕ Ⓖ Ⓗ Ⓘ	46. Ⓕ Ⓖ Ⓗ Ⓘ	
11. Ⓐ Ⓑ Ⓒ Ⓓ	23. Ⓐ Ⓑ Ⓒ Ⓓ	35. Ⓐ Ⓑ Ⓒ Ⓓ	47. Ⓐ Ⓑ Ⓒ Ⓓ	
12. Ⓕ Ⓖ Ⓗ Ⓘ	24. Ⓕ Ⓖ Ⓗ Ⓘ	36. Ⓕ Ⓖ Ⓗ Ⓘ	48. Ⓕ Ⓖ Ⓗ Ⓘ	

Questionnaire Responses

1. Ⓐ Ⓑ Ⓒ Ⓓ	10. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2. Ⓐ Ⓑ Ⓒ Ⓓ	11. Ⓐ Ⓑ
3. Ⓐ Ⓑ Ⓒ	12. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
4. Ⓐ Ⓑ	13. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
5. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	14. Ⓐ Ⓑ
6. Ⓐ Ⓑ	15. Ⓐ Ⓑ
7. Ⓐ Ⓑ Ⓒ Ⓓ	16. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	17. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
9. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	

Start Time		Stop Time	
Hour	Min.	Hour	Min.
7 12	00	7 12	00
8 1	15	8 1	15
9 2	30	9 2	30
10 3	45	10 3	45
11 4		11 4	

2

South Carolina
End-of-Course Examination
Program

Algebra 1 / Mathematics for the Technologies 2

Form C

District Name _____

School Name _____

Teacher Name _____

Please print. (Use only No. 2 lead.)

Last Name	First Name	M

Date of Birth

Month	Day	Year
Jan		19
Feb		
Mar		
Apr		
May		
Jun		
Jul		
Aug		
Sep		
Oct		
Nov		
Dec		

Test Date

Month	Day
Jan	
Feb	
Mar	
Apr	
May	
Jun	
Jul	
Aug	
Sep	
Oct	
Nov	
Dec	

Ethnicity
- African American
- African American/ American Indian
- American Indian
- Asian
- Hawaiian/Pacific Islander
- Hispanic
- White
- White/African American
- White/American Indian
- White/Asian
- Other

Current Mathematics Course
- Algebra 1
- Mathematics for the Technologies 2
- Other

Gender
- Male
- Female

Grade
- 06
- 07
- 08
- 09
- 10
- 11
- 12

These codes are to be completed by the test administrator or designee of the district.

Special Request Code

Language
- Waiver
- Full LEP
- LEP Mainstreamed
- Exited
- English Speaker

G
- No
- Academic
- Artistic
- Both

IEP
Mark all that apply
- None
- SP
- H
- V
- OR
- PM
- OT
- TB
- AU
- ED
- LD
- EM
- TM
- DB
- M

504
- No
- Yes

AI Sch
- No
- Yes

Migrant
- No
- Yes

Make-up

L
- No
- F
- R

Customized Mats.
Mark all that apply
- Loose-Leaf
- Large-Print
- Braille
- Regular-Print Form C
- Oral Admin. Script
- Audio CD
- Signed Videotape

Accommodations
Mark all that apply
- Setting
- Timing
- Scheduling
- Presentation
- Response options

Student ID No.

STATE ASSESSMENT SYSTEM SDE-12-0001

Mark Reflex® by NCS Pearson IM-167616-506:654321 ISD4910 Printed in U.S.A.

1

B-7

Algebra 1 / Mathematics for the Technologies 2

Answers (Use only No. 2 lead.)				
1. Ⓐ Ⓑ Ⓒ Ⓓ	13. Ⓐ Ⓑ Ⓒ Ⓓ	25. Ⓐ Ⓑ Ⓒ Ⓓ	37. Ⓐ Ⓑ Ⓒ Ⓓ	49. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓘ	14. Ⓕ Ⓖ Ⓗ Ⓘ	26. Ⓕ Ⓖ Ⓗ Ⓘ	38. Ⓕ Ⓖ Ⓗ Ⓘ	50. Ⓕ Ⓖ Ⓗ Ⓘ
3. Ⓐ Ⓑ Ⓒ Ⓓ	15. Ⓐ Ⓑ Ⓒ Ⓓ	27. Ⓐ Ⓑ Ⓒ Ⓓ	39. Ⓐ Ⓑ Ⓒ Ⓓ	
4. Ⓕ Ⓖ Ⓗ Ⓘ	16. Ⓕ Ⓖ Ⓗ Ⓘ	28. Ⓕ Ⓖ Ⓗ Ⓘ	40. Ⓕ Ⓖ Ⓗ Ⓘ	
5. Ⓐ Ⓑ Ⓒ Ⓓ	17. Ⓐ Ⓑ Ⓒ Ⓓ	29. Ⓐ Ⓑ Ⓒ Ⓓ	41. Ⓐ Ⓑ Ⓒ Ⓓ	
6. Ⓕ Ⓖ Ⓗ Ⓘ	18. Ⓕ Ⓖ Ⓗ Ⓘ	30. Ⓕ Ⓖ Ⓗ Ⓘ	42. Ⓕ Ⓖ Ⓗ Ⓘ	
7. Ⓐ Ⓑ Ⓒ Ⓓ	19. Ⓐ Ⓑ Ⓒ Ⓓ	31. Ⓐ Ⓑ Ⓒ Ⓓ	43. Ⓐ Ⓑ Ⓒ Ⓓ	
8. Ⓕ Ⓖ Ⓗ Ⓘ	20. Ⓕ Ⓖ Ⓗ Ⓘ	32. Ⓕ Ⓖ Ⓗ Ⓘ	44. Ⓕ Ⓖ Ⓗ Ⓘ	
9. Ⓐ Ⓑ Ⓒ Ⓓ	21. Ⓐ Ⓑ Ⓒ Ⓓ	33. Ⓐ Ⓑ Ⓒ Ⓓ	45. Ⓐ Ⓑ Ⓒ Ⓓ	
10. Ⓕ Ⓖ Ⓗ Ⓘ	22. Ⓕ Ⓖ Ⓗ Ⓘ	34. Ⓕ Ⓖ Ⓗ Ⓘ	46. Ⓕ Ⓖ Ⓗ Ⓘ	
11. Ⓐ Ⓑ Ⓒ Ⓓ	23. Ⓐ Ⓑ Ⓒ Ⓓ	35. Ⓐ Ⓑ Ⓒ Ⓓ	47. Ⓐ Ⓑ Ⓒ Ⓓ	
12. Ⓕ Ⓖ Ⓗ Ⓘ	24. Ⓕ Ⓖ Ⓗ Ⓘ	36. Ⓕ Ⓖ Ⓗ Ⓘ	48. Ⓕ Ⓖ Ⓗ Ⓘ	

Questionnaire Responses
1. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2. Ⓐ Ⓑ
3. Ⓐ Ⓑ Ⓒ
4. Ⓐ Ⓑ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓐ Ⓑ Ⓒ Ⓓ
7. Ⓐ Ⓑ Ⓒ

Start Time		Stop Time	
Hour	Min.	Hour	Min.
⑦ ⑫	⑳	⑦ ⑫	⑳
⑧ ①	⑮	⑧ ①	⑮
⑨ ②	㉚	⑨ ②	㉚
⑩ ③	㊺	⑩ ③	㊺
⑪ ④		⑪ ④	

2

TABLE OF CONTENTS

A. GENERAL INFORMATION

1. Definition of an Individual with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1, or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

2. IEP and 504 Plan Requirements

- Students with a current Individualized Education Program (IEP) or 504 Plan who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number, **must participate** in the appropriate tests. Students may participate in the assessment in the same manner as other students or with accommodations or modifications.

- The IEP or 504 Plan team determines **how** a student with disabilities participates in the EOCEP. Decisions about accommodations or modifications must be made on an individual student basis, not on the basis of the category of disability.

- Accommodations, modifications, and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. Any accommodations, modifications, and supplemental materials and devices used for instruction and assessment must be documented in the student's IEP or 504 Plan.

3. Monitor Statement

The recommendations regarding monitors (see page 8) also apply to the testing of students with disabilities. A Test Administrator (TA) must be in the room at all times when materials are not in locked storage, even if a monitor is present.

4. Special Requests

The IEP team or 504 Plan team may determine a student requires an accommodation, modification, or supplemental device that is not specifically addressed in this Appendix. The DTC should use the Special Request Form located in Section H of this appendix to request the use of specific accommodations, modifications, or supplemental materials or devices during testing. Fax this form to Courtney Johnson at (803) 734-8527. **Once approved, you will be given a code to enter on the student's answer document.** If you have any questions regarding special circumstances and requests, contact Courtney at jcjohnso@sde.state.sc.us or (803) 734-3552.

Note: Special Circumstances does not include broken arms, etc. See page 15 in this manual for further details.

B. ACCOMMODATIONS

1. Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities.

2. Examples of Accommodations

Table I presents examples of accommodations typically used by students to access the EOCEP.

Table I — Accommodations for EOCEP

Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	morning or afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cues, reading aloud to self, repeating/signing directions, oral/signed administration, customized forms
Response Options	nonverbal indication of answer choices, dictation of responses, braille responses, responding in the test booklet or on separate pages
Calculators	Physical Science only
Supplemental Materials and Devices	provided by the district, see section E
Special Requests	see form in section H

Setting

The EOCEP should be administered in a setting appropriate to the student's individual needs. Setting accommodations may include

- preferential seating in the classroom.

- separate location with minimal distractions.

- small group in a separate location.

- individual in a separate location.

Timing

The EOCEP tests are not timed. Students may take as long as they need to complete the tests during the school day when possible. Any time accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- frequent breaks in the testing room without contact with other students.

- extended breaks that may involve contact with other students.

Scheduling

The student may take portions of the EOCEP over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning.

- administering the test in one day with one or several testing sessions per day.

- administering the test over several days with one or several testing sessions per day.

Presentation

The student may require presentation accommodations or a customized format of the test. These accommodations may include the following:

- **Highlighting within the test** – Highlighting can be done on any customized form of the EOCEP test booklet because all responses are transcribed to a customized answer document.

    ⇒ The **TA** may highlight for students key words or phrases in the directions. For example, TAs may highlight phrases such as "use complete sentences" or "show your work" in the student's test booklet.

    ⇒ The **student** may highlight words, phrases, sentences, etc., in test items.

- **Cues** – The TA may write cues, use cue symbols, or verbally cue the **directions** in the test booklet (e.g., providing arrows, stop signs, or phrases like "Read this").

- **Student reading test aloud to himself/herself** – A student may read the test questions aloud to himself/herself. This accommodation requires an individual administration of the test.

- **Student repeating/signing directions to the TA or interpreter** – The student may ask for clarification of the directions or sign the directions to demonstrate his or her understanding.

- **Directions in sign language** – TAs may sign, cue, or communicate through a sign language interpreter or transliterator directions or other information, which is normally read aloud to students. **This does NOT require a signed administration videotape.**

- **Oral/Signed administration** – Oral and signed administrations of Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science tests are accommodations, because these tests assess knowledge of content standards, not reading ability. Oral and signed administrations of the English 1 test are modifications. (See page C-6.)

  - **Oral Administration Script** – must be used if the TA reads the directions, questions, <u>and</u> most answer choices to the student. Oral scripts are available for all subjects.

  - **Oral Administration Audio CDs** – may be operated by students to receive an oral administration of the test. Audio CDs are available for all subjects.

  - **Sign Language Videotapes** – are available in Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, English 1, and Physical Science for students who use Pidgin Signed English (PSE) or American Sign Language (ASL).

- **Using customized forms –** The DTC must order these forms from the contractor. For more information about customized forms see Section D of this Appendix.

Response Options

The student may require an alternative method of responding to a test question. The procedures for using the alternative response options are in Section F of this Appendix. Response options may include the following:

- **Non-verbal indication of answer choices** – Students may indicate their answer choices non-verbally (e.g., by pointing or using an augmentative communication device).

- **Dictation of responses** – Students may indicate answers to a TA. (This option is available <u>only</u> if testing students individually.)

- **Braille responses** – Students may use a braillewriter, slate and stylus, or electronic braille note-taking device.

- **Responding in the customized test booklet or on separate pages** – Students may mark their responses directly in the their test booklets or on separate pieces of paper.

Calculators

The student may use a calculator as an accommodation for computation in the Physical Science test. Refer to the calculator use policy on page 9 of this manual for information on approved calculators and security procedures. Refer to Section E for information on adaptive calculators.

C. MODIFICATIONS

1. **Definition of a Modification**

   A modification is defined as a change in the testing environment, procedures, or presentation that **changes the meaning of the test scores**. Modifications compromise the validity and alter the meaning and comparability of test scores.

   Note: The student's permanent record and any other school documents that contain scores from a modified administration must state that the student used modifications.

2. **Examples of Modifications**

   Table II presents examples of modifications typically used to access each content area of the EOCEP.

Table II — Modifications for EOCEP

Subject	Examples
English 1	oral/signed administration
Algebra 1/Mathematics for the Technologies 2	special request
Biology 1/Applied Biology 2	special request
Physical Science	special request

Oral/Signed Administration of English 1

An **Oral Administration Script** must be used by the TA to conduct an oral administration of English 1 tests. This script contains instructions for the TA to read the passages, test questions, and most answer choices to the students.

An **Oral Administration Audio CD** may be operated by students to receive an oral administration of the English 1 test. This CD contains the passages, test questions, and most answer choices.

Customized sign language **Videotapes** for English 1, available in PSE or ASL, must be used during the signed administration of the ELA test if the student requires signing of the passages, test questions, and some answer choices.

D. CUSTOMIZED MATERIALS

Customized test materials will be provided as ordered by the district. No overage will be sent. The table below presents the types of customized materials used during EOCEP, as well as packaging information.

Table III — Customized Materials (Form C) for EOCEP

Test Materials	For the student who:	The TA will:
Loose-Leaf	needs to remove individual pages, and/or needs one item per page, and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Large-Print	has difficulty reading text in a standard size font and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Braille	who reads classroom materials in braille and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Regular Print Form C	is deaf or hard of hearing, with or without a signed administration, or needs an oral administration and no other customized form	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Oral Administration Script/Audio CD	needs an oral administration and can be used with any other customized form	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Sign Language Videotapes	needs a signed administration (all directions, questions and most answer choices are signed)	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring

1. **Loose-Leaf Test booklets** – These test booklets are printed single-sided and placed in 3-ring binders. The individual pages can be removed so that the students can write or type answers. This form contains one test question per page. The TA may remove and reinsert the pages for the student. All pages must be reinserted correctly if removed. Student responses must be transcribed to customized answer documents.

2. **Large-Print Test booklets** – The large-print version is a 9" x 12" spiral-bound booklet in 18-point sans serif type. Student responses must be transcribed to customized answer documents.

3. **Braille Test booklets** – The braille version is spiral bound with 11½" x 11" interpoint braille pages. Student responses must be transcribed to scannable answer documents.

4. **Regular-Print Form C Test booklets** – This booklet comes in an 8 ½" x 11" double-sided, saddle-stitched booklet printed in a 12-point font.

5. **Oral Administration Script/Audio CD** – Scripts provide the directions to TAs regarding the appropriate way to read test questions and some answer choices to the students. The DTC must order the oral script through the test contractor according to the number of TAs that need them. Oral script booklets are printed in a 12-point font on 8 ½" x 11" double-sided paper and are saddle-stitched.

   Audio CDs contain the directions, passages (when applicable), test questions and answer choices for students to receive an oral administration of the test. Each question will be on a separate track on the CD. The DTC must order the audio CD through the test contractor according to the number of students that need them.

6. **Sign Language Videotapes** – The sign language videotapes for Algebra 1/ Mathematics for the Technologies 2, English 1, Biology 1/Applied Biology 2, and Physical Science include the test directions, questions, and some answer choices. Videotapes are available for students in ASL and PSE.

   Note: If the student needs **only** the directions signed, do not order a videotape.

E. SUPPLEMENTAL MATERIALS AND DEVICES

Students should be reminded to wear prescribed eyeglasses or hearing aids for testing.

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used with the student's daily instruction and documented in the IEP or 504 plan. **If any of these materials are used, the district or school must supply them.** (For materials and devices not listed, please see Section H of this Appendix for the special request form.)

- Amplification equipment or special acoustics (e.g., auditory trainer, sound field system)

- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)

- Color overlays

- Pointer, non-calibrated ruler, template, or other devices to assist in maintaining visual attention

- Braillewriter, braille note-taking device, typewriter, or word processor

- Pencil grips or large-diameter pencil

- Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer, calculator)

  Note: If a student uses a computer-based calculator, the TA must disable any application not allowed by the calculator use policy on page 9 of this manual.

- CD player or similar device

- Tape recorder and cassette

- Television monitor and VCR

- Adaptive or special furniture

- Abacus

F. ADMINISTRATION PROCEDURES

The TA will read directions as necessary. Wording changes may be necessary depending on the mode of response by the student. (Example: Instead of telling a student to "Mark your answers on your customized answer document," you may say, "Point to your answer and I will mark your answer for you."

Some specific procedures for administering the EOCEP are listed below.

Scheduling

1. Estimate the duration of each testing session for the student.

2. Determine if the student can complete the test in one day or several days.

3. If it is determined that the student requires testing over several days, divide the test into "sections" according to the time allotted for each test session. Each "section" should end with the last question on an odd-numbered page so the student is not able to see test questions for the next session.

4. During each testing session, the student may work only on test questions for that "section." The student may not go back and work on any "section" from a previous session.

Nonverbal Indication of Answer Choices

1. The entire administration must be videotaped **or** a monitor must be present during the administration to verify in writing that the student's responses were recorded correctly.

2. The student will indicate his or her answers nonverbally by pointing or by using an augmentative communication device. The TA will mark the student's answer on his/her customized answer document.

3. The videotape (if applicable) must be identified to the contractor, along with the customized test booklet.

4. Follow the directions for identifying and returning materials in Section G.

Responding in the Customized Test Booklets or Separate Pages

1. The student may mark his/her answers directly in the test booklet or on separate pages.

2. The TA or other school designee must transfer the student's responses onto his/her customized answer document. The transfer must be completed by two individuals and be checked carefully for accuracy.

3. Follow the directions for return procedures in Section G.

Dictation of Responses

1. The entire dictated testing session must be tape-recorded **or** a monitor must be present during the entire session.

2. The student dictates the answer choice for items to the TA. The TA writes the student's responses on the customized answer document.

3. The student may make edits as the TA writes the response.

4. Follow the directions for return procedures in Section G.

Braille Responses

1. Students may use a braillewriter, slate and stylus, or electronic braille note taker, provided by the district, to answer test questions.

2. Answers marked in the test booklet or submitted in braille must be transcribed by the TA to a customized answer document.

3. If the student reads the braille responses aloud to the TA, this portion of the administration must be audiotaped **or** a monitor must be present during the administration to verify in writing that the student's responses were recorded correctly.

4. The student's braille responses must be identified and returned with the braille test booklet to the contractor with the nonscorable shipment.

5. Follow the directions for identifying and returning materials in Section G.

Oral Administration

Oral Administration of English 1 is a modification. Oral Administration of Algebra 1/ Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and/or Physical Science is an accommodation.

To prepare for the oral administration of the test, the TA may review the **Oral Administration Script** the afternoon before the test. All reviews must take place at the school with no students present, and be coordinated through the STC with adherence to test security procedures.

There are two formats available for oral administration.

- Oral Administration Audio CD operated by the student.
- Oral Administration Script read by TA.

Oral Administration Procedures

Format 1: Audio CD Operated by Student
Students using this format should already know how to use a CD player and oral administration should be one of their primary instructional modes. The CD player should be the type that the student ordinarily uses during instruction.

    a. Each student uses headphones and operates a CD player provided by the school.

    b. Students may be tested individually or in small groups. A CD player and headphones must be supplied for each student.

Oral Administration Procedures for Format 1

1. Make sure that you have the appropriate and correct number of CDs and CD players.

2. The TA begins by reading aloud the administration directions from the TAM.

3. Students may replay passages, questions, and/or answer choices as needed. Questions correspond with the track numbers, and students should pause to answer questions as directed on the CD.

4. Students are directed to raise their hand and ask the TA for assistance if they need to have words in graphs, diagrams, etc., read aloud to them. Therefore, if a TA is monitoring a small group of students using audio CDs, it is advised that the TA also have an oral script available.

5. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with the student(s) about any test items. Try to respond to student questions by repeating instructions or directing them to replay test questions or passages as needed.

Format 2: TA Reads Oral Administration Script

    a. The TA reads aloud from the oral administration script as directed.

    b. Students may be tested individually or in small groups. If the small-group option is used, it is strongly recommended that the students be compatible in terms of learning styles. Otherwise, pacing the testing could be problematic.

Oral Administration Procedures for Format 2

1. Begin by reading aloud the administration directions from the TAM and the Oral Script.

2. Read the script exactly as it is written. No modifications in the wording of the test items are allowed. Each question is printed directly in the script. Special instructions for administering particular questions are included as needed.

3. Read the test questions as clearly as possible. Do not give your own emphasis to any word or phrase. When administering the reading questions, read each answer choice in the same manner so as not to cue or miscue the student. An unconscious pause, or change of inflection, and/or facial expression can be misleading or distracting to the student. Be particularly aware of the grammatical make-up and structure of the questions. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and answer choices to give the student time to reflect on the questions. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.

4. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student if he/she wants you to repeat the question.

- Students may request to skip a question and return to it later.

- Repeat passages and questions as requested. Be sure to reread the **entire** passage or question. Questions may be repeated as many times as is necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items **only once** during the testing session and then repeat questions as necessary at the end of the testing session.

- At the end of each section and at the end of the day's testing session, reread any specific passages, questions and/or items as requested by the student.

While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test question content is not permitted**. Do not converse with students about any test questions. Try to respond to student questions by rereading instructions, passages, or test questions as needed.

Signed Administration

Signed Administration of English 1 is a modification. Signed Administrations of Algebra 1/ Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science are accommodations. The sign language videotapes include the questions, directions, and most answer choices. For all subjects, there are sign language videotapes in ASL and PSE.

1. To prepare for interpreting the test, TAs and/or sign language interpreters may review the **Sign Language Administration Videotapes** the afternoon prior to the EOCEP administration. All reviews must take place at the school with no students present, and be coordinated through the STC with adherence to test security procedures.

2. Students may ask to skip an item and return to it later; **however, the entire question must be played again**. Items may be repeated as many times as necessary.

3. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with students about any test questions. Respond to student questions by replaying the instructions, passages, or test questions as needed.

G. RETURN PROCEDURES

1. **Transferring Students' Final Reponses**

All student responses must be transferred to a customized answer document by two individuals and be carefully checked for accuracy. One of the two individuals transcribing the student's answers also must grid the student's start and stop times on the answer document. Make sure all of the information on the answer document is completed.

2. **Identifying Student Materials**

The information shown below must be written on all audiotapes and videotapes used to record testing sessions, as well as any additional pages containing student responses. The documents must be returned with the nonscorable materials.

- District Name
- School Name
- Teacher Name
- Student Name
- Student ID
- Test Book Security Number of Regular-Print Form C test booklet

> Thorton District
> Thorton High School
> Ms. Wilson
> John Smith
> ID# 123456789012
> Security# 90088888

3. **Coding the Answer Documents**

- Ensure that all applicable fields on the answer documents are coded correctly. The customized materials, accommodations, and modifications fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the following graphics of the coding fields.)

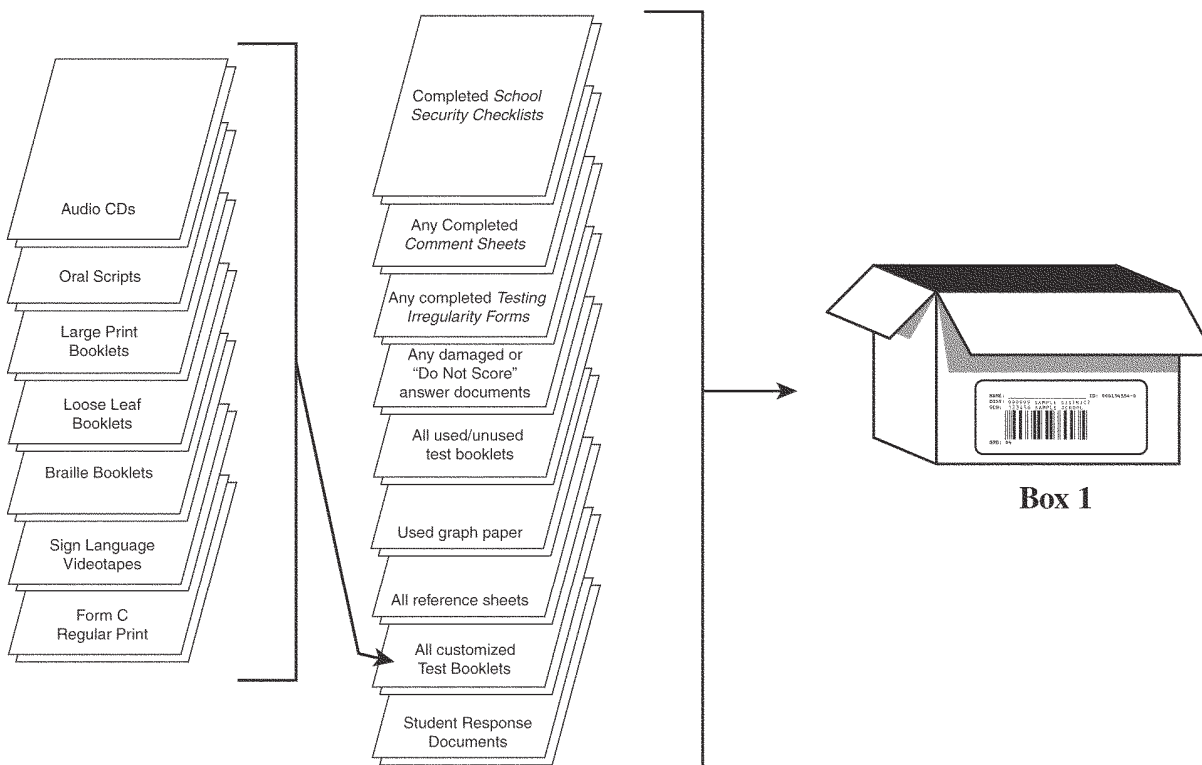| **Customized Mats.**	**Accommodations**	**Accommodations**	**Modifications**
Mark all that apply	Mark all that apply	Mark all that apply	
○ Loose-Leaf	○ Setting	○ Setting	○ Oral/Signed Administration
○ Braille	○ Timing	○ Timing	
○ Large-Print	○ Scheduling	○ Scheduling	
○ Signed Videotape	○ Presentation	○ Presentation	
○ Oral Admin Script	○ Response options	○ Response options	
○ Regular-Print Form C		○ Calculator	
Algebra, English, Biology and Physical Science	Algebra and Biology	Physical Science	English Only

- Record on the Student Make-Up Roster the names of students who missed the test.

Note: The contractor will not edit or verify any fields on the answer document. If information is omitted or coded incorrectly, the test(s) may not be scored correctly. **Rescoring will be done at the expense of the school district.**

1. **Packaging of Test Materials**

- Place the customized answer documents in the box with the scorable materials, under the appropriate completed class sheet.

- Return all of the other customized materials with the nonscorable shipment (i.e., oral scripts, customized test booklets, student response documents for students who did not mark their answers on answer documents, etc.).

- Return all materials to the STC. Sign in secure materials on the School Security Checklist.

Returning Nonscorable Materials

Audio CDs

Oral Scripts

Large Print Booklets

Loose Leaf Booklets

Braille Booklets

Sign Language Videotapes

Form C Regular Print

Completed *School Security Checklists*

Any Completed *Comment Sheets*

Any completed *Testing Irregularity Forms*

Any damaged or "Do Not Score" answer documents

All used/unused test booklets

Used graph paper

All reference sheets

All customized Test Booklets

Student Response Documents

Box 1

H. ADDITIONAL INFORMATION

In this section, you will find the following:

- Special Request Form – Use this form to request an accommodation, modification, or supplemental device that is not specifically addressed in this appendix.

- Accommodations and Modifications Tables for EOCEP – This page may be reproduced for school or district personnel as quick reference to the accommodations and modifications for EOCEP.

- Customized Materials Table – This page may be reproduced for school or district personnel as quick reference to the customized materials for EOCEP.

Office of Assessment Special Request Form
For the Spring 2005 Administration of EOCEP

Student Name:_____   SASI ID#: _____

District: _____   School: _____

Content area(s) for which circumstance or request will apply:
_____

Specific accommodation/modification requested or circumstance involved:

_____

Reason for requesting accommodation/modification:
_____
_____
_____

List of attached IEP documentation (i.e., state assessment information, instructional supports, etc.)

_____   _____

_____   _____

_____   _____
District Test Coordinator   (Print)   District Test Coordinator fax number

_____   _____
District Test Coordinator   (Signature)   Date

_____   _____
School Representative's Signature   Date

Please fax this form and appropriate documentation to Courtney Johnson at (803) 734-8527. You will receive notice of status by fax within 5 business days.

Table I — Accommodations for EOCEP

Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	morning or afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cues, reading aloud to self, repeating/signing directions, oral/signed administration, customized forms
Response Options	nonverbal indication of answer choices, dictation of responses, braille responses, responding in the test booklet or separate pages
Calculators	Physical Science only
Supplemental Materials and Devices	provided by the district, see section E
Special Requests	see form in section H

Table II — Modifications for EOCEP

Subject	Examples
English 1	oral/signed administration
Algebra 1/Mathematics for the Technologies 2	special request
Biology 1/Applied Biology 2	special request
Physical Science	special request

Table III — Customized Materials (Form C) for EOCEP

Test Materials	For the student who:	The TA will:
Loose-Leaf	needs to remove individual pages, and/or needs one item per page, and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Large-Print	has difficulty reading text in a standard size font and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Braille	who reads classroom materials in braille and/or needs an oral administration	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Regular Print Form C	is deaf or hard of hearing, with or without a signed administration, or needs an oral administration and no other customized form	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Oral Administration Script/Audio CD	needs an oral administration and can be used with any other customized form	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring
Sign Language Videotapes	needs a signed administration (all directions, questions and most answer choices are signed)	verify that the student's multiple-choice responses are marked on a customized answer document, or transcribe the student's responses to the customized answer document, to return for scoring

## Accommodations Available for Testing LEP Students

LEP students who score "below fluent" on a nationally normed language assessment may use the following accommodations. If accommodations are used, complete the appropriate accommodation(s) codes on the student's answer document.

- LEP students may use a word-for-word bilingual dictionary during the EOCEP tests. The dictionary **must not** include any examples, pictures, or definitions.

- A TA may reword the directions in any format or language necessary to enable the student to understand the task(s) by repeating in English, using the native language, etc. No other parts of the test may be reworded or translated.

- LEP students may participate in individual or small-group administration by the ESOL teacher or other school or district designee.

- LEP students may mark their answers directly in the test booklet. (Student responses must be transferred from the test booklet to a **customized** answer document before materials are returned to the contractor.)

- *Oral administration of the Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science tests* —The student must use a Form C test. The Oral Administration Script provided by the contractor must be used to administer the test. Follow the administration procedures for the oral administration provided in Appendix C.

- *Oral administration of the English 1 test* —The English 1 test cannot be administered orally to LEP students unless they also have a documented disability and an IEP or 504 Accommodation Plan specifying oral administration of the ELA. Follow the administration procedures for the oral administration provided in Appendix C.

Appendix E

In this appendix, you will find the following forms:

- Additional Materials Request Form
- School Security Checklist
- Testing – Do Not Disturb Sign
- Student Make-Up Roster
- Testing Irregularity Form
- Comment Sheet
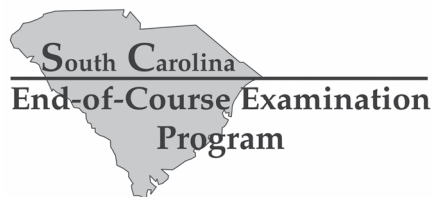
Additional Materials Request Form

School Test Coordinators should use this form to order additional materials. Place orders with your DTC far enough in advance to allow for materials to be shipped to the DTC and distributed to you before test day. All test materials will be shipped to district offices only.

Send this completed form to your DTC.

Date:_____District Name:_____

STC Name:_____School Name:_____

Phone #:_____BEDS Code:_____

Item Name	Quantity
Test Administration Manual	
Do Not Score Labels	
School/Class Headers	
6-inch Card Stock Rulers	
Other (specify)	

Item Name	Algebra 1/ Math for Tech 2	English 1	Physical Science	Biology 1/ App. Biology 2
Regular Test Booklets				
Regular Answer Documents				
Braille Booklets*				
Loose-Leaf Booklets**				
Large-Print Booklets**				
Sign Language Admin Test Materials*				
Oral Admin Test Materials*				
Oral Script				
Audio CD				
Signed Videotape - Pidgin				
Signed Videotape - ASL				

*These materials include a Form C Regular Print Test Booklet and a Form C Answer Document.
**These materials include a Form C Answer Document.

STC Signature and Date_____

SOUTH CAROLINA END OF COURSE EXAMINATION PROGRAM

SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC: _____

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials

Additional or Make-up Materials:

Use this section to record additional materials received from the District Test Coordinator (DTC) and for documenting materials signed out and in for make-up testing.

Test Name	Security Number Range	TA's Last Name	Sign Out		Sign In		Packaged for Return	
			TA Initials	STC Initials	TA Initials	STC Initials		

Comments:

Security Statement

I certify that I followed and that I instructed test administrators to follow the Test Security Legislation, Regulations, and Procedures and that the secure test materials shown on this Security Checklist have been packaged for return, as outlined in the Test Administration Manual.
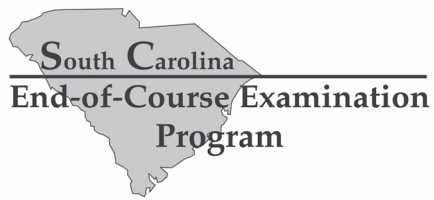
Date: _____   School Test Coordinator's Signature: _____

Date: _____   Principal's Signature: _____

There is a "Do Not Disturb" sign on the reverse side of this page.
Please instruct the TA to post this sign on all doors of the testing room.
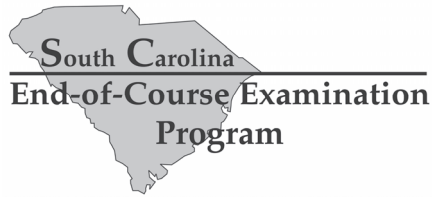You may make as many copies of this sign as you need.

DO NOT DISTURB

End-of-Course Examination Program

Testing is taking place in this room.

South Carolina
End-of-Course Examination
Program

STUDENT MAKE-UP ROSTER

District Name _____   **Test Administrator** _____

School Name _____   **EOCEP Subject** _____

Any student who partially or totally missed an EOCEP test must be scheduled for make-up.
**Directions to the Test Administrator:**
1. List the name of each student who needs to make up any test.
2. Complete one roster for each subject.

Directions to the Make-Up Test Administrator:
1. If a student attended the make-up testing, write "Yes" in the "Attended Make-Up?" column. If the student did not attend make-up testing, write "No" in the "Attended Make-Up?" column.
2. Upon completion of testing each day, return ALL materials to the STC.

Student's Name	Attended Make-Up?
	Yes or No
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Return this form to the person responsible for scheduling make-up testing.
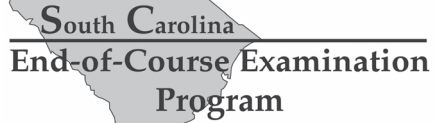
Testing Irregularity Form

Please document any disruption that occurred during testing if it could affect a student's test scores. Provide a description of the event and the actions that were taken in response to it.
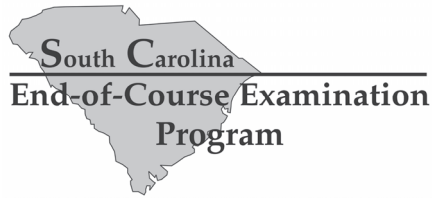
School Name: _____

BEDS Code: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of person completing this report: _____
(Please print)
Date: _____

Return this form with the SC EOCEP nonscorable test materials after testing.

South Carolina End-of-Course Examination Program

Optional

Name: _____

District/School: _____

Date: _____

Phone: _____

E-mail: _____

Subject Tested: _____

Comment Sheet

We welcome your ideas and suggestions for improving the test administration procedures and manuals. If you have comments, please make them on this sheet, remove it from the manual, and return it in your shipment of nonscorable test materials.

RECEIPT AND RETURN OF MATERIALS

_____

_____

_____

_____

_____

_____

_____

_____

TEST ADMINISTRATION DIRECTIONS/MANUALS

_____

_____

_____

_____

_____

_____

_____

_____

Please complete reverse side.

TRAINING RECEIVED

_____

_____

_____

_____

_____

TEST SECURITY/SECURITY CHECKLISTS

_____

_____

_____

_____

_____

CODING ANSWER DOCUMENTS AND USING LABELS

_____

_____

_____

_____

_____